



SNBI

Schweizerisches Netzwerk für Bildungsinnovation
Swiss Educational Innovation Network



Supporting partner governments and institutions

How can we provide guidance and support to partner governments and institutions?

This working paper documents the exchange within the ICT4VET Community of Practice (CoP).

Urs Gröhbiel, 28.7.2020

With contributions of Daniela Lilja, Ivana Georgievska, Ralph Rothe, Sidita Dibra (in alphabetical order)

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Version history

Version	Date	Author	Comment
0.1	21.7.20	Urs Gröhbiel	
	27.7.20	All	Adding questions and experience
0.2	28.7.20	Urs	Draft of findings to be published
	3.8.20	All	Review of draft. Revision.
1.0	4.8.20	Urs, Marina	Finalize the document, upload to the public CoP-page

1 Discussed questions and examples

1.1 Experience from Macedonia (Education for Employment)

Our state is in the phase of developing Concept for Distant Learning. We have provided project support through extending elaborate feedback to the development group.

Also, when the CoViD crises started, we had discussions with partner institutions offering support – some of the ideas are currently subject to development or approval for support (e.g. digital solution for teacher's distant professional development, which has been integrated as aspect in the Concept).

Further, we are also in the phase of discussing support to state institutions representatives and teachers for distant learning pedagogy (Ivana)

1.2 Experience from Albania (Skills for Jobs)

We follow a down-top approach and support VET providers so they have internal capacities and processes to keep up with the innovative IT based practices. More specifically:

- New /IT based ways of learning interventions are part of providers *strategic and annual plan* with roles, responsibilities and indicators.
- *Teachers support* – CPD plan is developed under CPD coordinator guidance. IT based systems and new ways of learning are an area where needs are assessed. Teachers share experiences in internal activities or the ones *trained as trainers* transfer the training to other colleagues (we had cases of videopedagogy, use of moodle etc). Starting from 2020-2021, every teacher will have the personal development plan.
- *IT infrastructure (efficient) use plan* – schools are equipped with forms and models how to plan and document the use of devices (laptops, overhead projectors, classrooms etc.)
- *IT support* – a new function was introduced in the schools after the number of equipment increased and teachers digital skills are lacking. Since 2 years this is a service the schools contract themselves.

There were 2 MIS system developed and piloted in partner providers. The systems (including manuals and guidelines) are handed over to national Agency so they can replicate it to national level. We are using the same logic for LMS (mesovet.al).

We aim to use no licence fee (open source) solutions so the maintenance costs are minimal.

In the verge of new academic year 2020-2021, we are supporting national Agency with the development of guideline for schools to cope with hybrid learning – it is based on experience.

1.3 Questions

- From my point of view to ensure project sustainability and ownership it is very important to involve project partners in every stage of project implementation. This means the full cycle from the intervention needs analysis, design, implementation, monitoring and learning, improving and finally the evaluations. Why is this not mandatory in many development projects including in skills development? (Ralph Rothe)
- How to extend the partnership with private sector in ICT supported teaching and learning. (Sidita)

1.4 Overview of discussed aspects

Based on the inputs and questions above we have discussed the following aspects of guiding and supporting partner governments and institutions.

Potential Partners / stakeholders	Guidance and support in different phases of the project
Government agencies (in general)	<ul style="list-style-type: none"> • Support analysis on a national level, as a basis for strategy development • Support initial phase with finances and expertise to check/prove feasibility, cost and benefits • Foster/ demand the integration of organisational processes and structure, technical infrastructure and services and pedagogical services in the national system, as part of the regular budget • Support policy makers with a feasible and effective integration of ICT4VET in national policies
Government agencies Pedagogical support	<ul style="list-style-type: none"> • Fostering competences of existing training and mentoring in the area of pedagogical innovation, digital skills, ... , by providing international expertise • Strengthening training and support structures within the national system
Government agencies IT-support	<ul style="list-style-type: none"> • Implementing training and support with national providers and/or international expertise • Integrating training and support into the national system
Government agencies IT-infrastructure / school infrastructure	<ul style="list-style-type: none"> • Supporting the selection, hosting and maintenance of IT-infrastructure
Directors of schools, colleges	<ul style="list-style-type: none"> • Encourage professional development, involving the use of ICT • Foster/ demand the integration of organisational , technical infrastructure and services and pedagogical services on school level, as part of the regular budget
Teachers	<ul style="list-style-type: none"> • Encourage a pro-active role by incentives such as benefits of professional development, higher satisfaction and reputation, but also time/mandates for additional workload that benefits others.
Businesses (placements/ apprenticeships)	<ul style="list-style-type: none"> • Managing placements (on-boarding, coaching, communication with college/trainers, assessment, ...) • Training business coaches

Companies/ industry leaders (expertise, training material etc.)	<ul style="list-style-type: none"> • Giving access to education system (drawing on their expertise to benefit the schools and students)
IT-providers (established national and international companies)	<ul style="list-style-type: none"> • Supporting agreements with government and/or schools • Networking with national pedagogical experts
Local entrepreneurs	<ul style="list-style-type: none"> • Supporting innovative ideas and products • Supporting entrepreneurs with national and international industry experts

2 Expertise of CoP members

Area of expertise	Name	Contact
Experience Albania	Sidita	Sidita.dibra@swisscontact.org
Experience Macedonia	Ivana	Ivana.Georgievska@helvetas.org